DOCUMENT RESUME

ED 081 254 FL 004 251

TITLE	Programs Providing Bilingual Education; Title VII--ESEA (Elementary and Secondary Education Act): Questions and Answers, Participating Schools, Contact Persons.
INSTITUTION	New York State Education Dept., Albany. Div. of General Education.
NOTE	27p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Biculturalism; *Bilingual Education; Bilingualism; Educational Improvement; Educational Innovation; Educational Objectives; Educational Practice; *Educational Programs; Educational Research; *English; Minority Groups; *Program Descriptions; Puerto Ricans; *Spanish
IDENTIFIERS	Elementary and Secondary Education Act Title VII; ESEA Title VII; New York State

ABSTRACT

This booklet is designed to acquaint the reader with some of the most basic provisions of ESEA, Title VII and to give him some idea how these funds are currently being used in New York State. The first part provides a general survey of ESEA, Title VII; the second is devoted to describing the programs in bilingual education currently being funded by ESEA, Title VII in New York State. (Author/SK)

ED 081254

PROGRAMS PROVIDING BILINGUAL EDUCATION

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Title VII - ESEA

Elementary and Secondary Education Act

Questions and Answers

Participating Schools

Contact Persons

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
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FL 004 251

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FOREWORD

Bilingual Education has just recently been given new impetus and priority in the United States with the enactment by Congress of Title VII (The Bilingual Education Act) of the Federal Elementary and Secondary Education Act (ESEA) as ammended in 1967. It is designed to create models in order to meet the educational and social needs of the large non-English-speaking groups which reside throughout the Nation. Its primary aim is to avoid academic retardation caused by language-oriented handicaps and to produce a bilingual/bicultural situation in which each ethnic group is able to command respect for its contribution to our culturally and linguistically pluralistic society.

This publication, "ESEA Title VII Programs," is designed to acquaint the reader with some of the most basic provisions of ESEA Title VII and to give him some idea about how these funds are currently being used in New York State. It is hoped that this brochure contains the answers to some of the questions most commonly asked about Title VII and bilingual education in general.

Throughout the first part, our intention has been to provide only a general survey of ESEA Title VII. The reader who wishes additional details is referred to the publication, Programs under the Bilingual Education Act (Title VII, ESEA) - Manual for Project Applicants and Grantees, available from the U. S. Office of Education in Washington, D.C., or from our Bilingual Education Unit, State Education Department, Albany, New York.

The second part of this publication is devoted to surveying the programs in bilingual education currently being funded by ESEA Title VII in New York State. For the sake of brevity, the description of each project has been condensed and is provided only for general information. The reader interested in additional information on any one particular project is urged to contact the program director(s) at the addresses listed within the text.

We hope that this material will assist you to further understand ESEA Title VII and increase your interest in and commitment to bilingual education.

QUESTIONS AND ANSWERS

I. *What is the Elementary and Secondary Education Act (ESEA) ?*

The Elementary and Secondary Education Act, enacted by Congress as Public Law 89-10 on April 11, 1965, seeks to strengthen and improve educational quality and opportunities in the Nation's elementary and secondary schools. It provides funds to school districts to break the cycle of poverty through equalization of educational opportunities. Several titles provide for different types of programs or services. The President signed the appropriation bill on September 23, 1965.

Title I, the first chapter of the Elementary and Secondary Education Act of 1965, provides financial help to local educational agencies with concentrations of children from low-income families. These funds expand and improve educational programs providing for the special needs of educationally deprived children.

II. *What is Title VII - The Bilingual Education Act?*

The Elementary and Secondary Education Act was amended in 1967 to include Title VII - The Bilingual Education Act. The Bilingual Education program is designed to meet the special educational needs of children who have limited English-speaking ability and who come from low-income families living in environments where the dominant language is one other than English. It is intended that children participating in this program will develop greater competence in English, become more proficient in their native language, and profit from increased educational opportunity. Though the Title VII, ESEA program affirms the primary importance of English, it also recognizes that the use of the children's mother tongue in school can have a beneficial effect upon their education. Instructional use of the mother tongue in school can help prevent retardation in school performance while sufficient command of English is being attained. Moreover, the development of literacy in the mother tongue, as well as in English, should result in more broadly educated adults.

III. *What is bilingual education according to Title VII ESEA?*

According to Title VII ESEA, bilingual education is the use of two languages, one of which is English, as mediums of instruction for the same pupil population in a well organized program which encompasses part or all of the curriculum and includes the study of the history and culture associated with the students' mother tongue. A complete program develops and maintains the child's self-esteem and legitimate pride in both cultures.

IV. *Why is Title VII needed?*

Poor performance in the academic environment of ordinary classroom instruction, the subsequent degree of academic retardation and low grades, the high dropout rate, and conditions of poverty and discrimination resulting from language handicaps are some of the factors which indicate that English, when used as the sole medium of instruction, is not an adequate tool of communication for non-native English-speaking children.

It is therefore necessary that schools be permitted, encouraged, and assisted (financially or otherwise) to provide suitable programs of instruction for non-English-speaking children.

Title VII, ESEA funds are available for exemplary pilot or demonstration projects in bilingual and bicultural education in a wide variety of settings. These projects should demonstrate how bilingual education can improve the general educational program. A Title VII program should (1) stimulate and encourage the development and operation of new and imaginative programs, services, and activities which have not previously been provided for the target group or (2) substantially improve already existing programs, services, and activities. Classroom centered research activity may also be supported when proposed as an integral part of a complete bilingual program.

V. *What types of projects are eligible for funding?*

Pilot and demonstration projects which are classroom centered and involve activities of establishing, maintaining, and operating bilingual education programs may be funded. These programs may include, but are not limited to:

1. Bilingual instruction in the regular school program

2. Special instruction designed to impart to students a knowledge of the history and culture associated with their languages

3. Means of establishing closer cooperation between the school and the homes of children in the bilingual program

4. Early childhood education designed to improve the child's potential for learning

5. Adult education, particularly for parents of children participating in bilingual programs

6. Preservice and inservice training for teachers, teaching assistants, teacher aides, counselors, and/or other educational personnel serving in bilingual education programs

7. Bilingual education for part-time pupils, dropouts, or potential dropouts who need bilingual instruction

8. Bilingual education conducted by accredited trade, vocational, or technical schools

9. The development and dissemination of special instructional materials

VI. *Who are eligible applicants for Title VII, ESEA funds?*

Proposals for grants may be submitted by (1) a local educational agency (LEA) or combination of such agencies or (2) a local educational agency or agencies applying jointly with an institution of higher education.

When a joint application is submitted with a single budget, the local educational agency will be considered the primary grantee with respect to financial assistance. If separate budgets are submitted, the USOE funding agency may grant financial assistance separately to each of the joint applicants to conduct its part of the integral program. In this case, however, the components of such a program must be well defined and appropriately interrelated. An institution of higher education may receive financial assistance only for components which are essential to the local educational agency's program.

VII. *Who are the participants in the Title VII Bilingual Program?*

In the distribution of funds, Title VII gives highest priority to states and areas within states which have the greatest need for bilingual education programs and considers the relative ability of local educational agencies to provide the needed services and activities for non-English-speaking children from low-income families.

Title VII was designed for the special benefit of children with limited English-speaking ability in institutions where English is the exclusive or dominant language of instruction.

Although primarily designed for children of low-income families, children whose native language is one other than English are eligible to participate, even though they are not from low-income families, if they live in an area eligible for a Title VII project.

Children whose native language is English and who attend schools in the project area should be encouraged to participate, and provision should be made for their participation, in order to enhance the bilingual and bicultural aspects of the program.

The number of monolingual English-speaking participants will depend upon various factors, including the size of the project, the present school enrollment ratio of these students to non-native English speakers, and the degree of parent and student interest in the program.

Under no circumstances should children whose native language is not English be segregated for the entire school day for purposes of classroom instruction when monolingual English-speaking children attend schools in the project area. A limited period of grouping for specific instructional activities is not precluded, however.

In an area eligible for a Title VII project, provisions must also be made for the participation of children attending nonprofit private schools whose educational needs are of the type which the Bilingual Education Program is intended to meet. Provisions for participation must be consistent with the number of such children in the project area. As far as is practicable, programs and services to such children should be provided on public premises. If there is no need for such provisions, applications must so explain.

Provisions for services to children in nonpublic schools shall not include payment of the salaries of nonpublic school teachers or other

regular employees of such schools (except for services performed outside their regular hours of duty and under public supervision and control), nor financing regular school instruction for nonpublic schools, nor leaving equipment on nonpublic school premises, nor remodeling nonpublic school premises. None of the funds made available under Title VII may be used for religious workshops or instruction.

Applications must provide for participation in the program by children in the project area whose native language is not English and who are not enrolled on a full-time basis. This group includes, for example, children from migrant families who are not students of the same school for an entire academic year. If there is no need for such provisions, applications must so explain.

In addition to programs for children, Title VII projects may also serve adults and should actively involve the parents of children participating in bilingual programs.

VIII. *How can a local education agency (LEA) determine its qualifications for Title VII support?*

To qualify for support under ESEA Title VII, school districts seeking grants for bilingual education projects must demonstrate that they have a high concentration of children from environments where English is not the dominant language who are also from families with low incomes or from families receiving payments through a program of aid to dependent children. They must also demonstrate that the needs of these children have not been met with programs under way. In addition, data must be provided to indicate that the project area (the attendance of the school or schools in which the project will be located) has the highest concentration of such children in the LEA district. If this is not the case, special justification must be provided. Participation in the program should be representative of the existing school composition.

An adequate assessment of needs justifying a Bilingual Education Project should include five areas of investigation:

1. The number and location of children from environments in which the dominant language is not English

2. Evidence concerning the linguistic competence of the children in both English and the other language

3. Evidence that the educational needs of the children are not currently being met

4. Evidence concerning the socioeconomic level of their families

5. Evidence of integration

IX. *What is the Major Component Design of a Bilingual Education Program under Title VII?*

The Title VII Bilingual Education Program structure should include the components of most bilingual programs; i.e., instruction, acquisitions and development of materials, staff development, and community involvement.

Depending upon the particular needs of each project, other components may be added.

Under the instructional component, major learning areas are designated including dominant language-language arts, second language, culture and heritage, and content (subject) areas, with a provision for any others. Measurable performance objectives should be formulated for process and product for each of these learning areas.

The components for acquisition and development of materials and staff development are structured with the same major learning areas: dominant language-language arts, second language, culture and heritage, content areas, and any others. Again, measurable performance objectives should be formulated for each activity for both process and product, when applicable.

The community involvement component as structured in this outline is separated into three areas: 1) the community at large, 2) the community in an advisory capacity, and 3) parents in instructional (student), participatory (aides or other staff personnel), and advisory capacities. Measurable performance objectives should be formulated for each activity for both process and product when applicable.

X. *Is an evaluation required for each project?*

An evaluation is required as an integral part of every project. Its purpose is to enable those who make decisions concerning the project to continuously assess how well objectives are being met, to identify which factors are contributing to success or failure in achieving objectives, and to permit timely revision of plans in order that operational deficiencies may be corrected.

Moreover, the information provided through evaluation must enable the staff in the funding agencies to identify which projects warrant continuation as models that can be replicated. To serve these purposes, an evaluation plan must be comprehensive; that is, it must provide for an assessment of progress in all project components--instruction, staff development, materials acquisition and development, and community involvement--which interact in the effort to improve student performance. It must be concerned not only with the achievement of products but with the effectiveness of the processes, both operational and management, by which these products are to be achieved.

In addition, an independent educational auditor should be selected by the LEA based on USOE criteria to perform required auditing functions.

XI. *How are Title VII funds distributed?*

There are two stages in the submission and approval of proposals for bilingual education projects to be funded under the terms of Title VII, ESEA. In the first stage, applicants submit preliminary proposals to the U. S. Office of Education and the respective State educational agency. After review by USOE and outside consultants and recommendations by the State agency, applicants whose proposals have been favorably rated are

requested to prepare "A plan for Implementing a Bilingual Education Program." These second stage plans are reviewed by the USOE, outside consultants, and the State agency, and final selections are then announced by the U. S. Commissioner of Education.

Grant awards under Title VII normally are made for periods of 1 year. If progress is satisfactory and the terms and conditions of the grant are met, the project may be renewed annually for periods of up to 5 years, assuming that sufficient funds are appropriated by Congress.

Contracts are formulated between the USOE and the LEA on a yearly basis. Those applicants selected to develop a plan will be given the opportunity to request technical assistance from the U. S. Office of Education and also to obtain a developmental grant.

XII. *How is Title VII administered?*

Responsibility for administering Title VII is held by the USOE. The Bilingual Education Unit, under the Division of General Education, is the State agency responsible for distributing information received by the USOE. It receives and evaluates applications simultaneously with the USOE and formulates State recommendations for the USOE to consider. Final approval and contract procedures are a function of the USOE. The USOE oversees the organization, conduct, and operation of the program in coordination with the State agency.

XII. *What other sources are available for Bilingual Education Programs?*

Other Federal funds and funds from other public, private, State, and local sources should be used whenever possible. Wherever feasible, applicants should arrange for linkage with other available educational programs, both Federal and non-Federal, in order that any individual program benefits may produce maximum impact toward the solution of existing problems in education. Title VII bears a logical relationship to programs that are aimed at improving the quality of education through such means as research, development, and dissemination of educational materials, opportunities for further education, consultant services, and purchase of equipment. The following Federal laws are some of those which provide opportunities that might have a direct relationship to a bilingual program: the Elementary and Secondary Education Act, the Educational Professions Development Act, the Mutual Educational and Cultural Exchange Act (Fulbright-Hays Act), the National Defense Education Act, and the Technical and Vocational Education Act (Refer to Guide to OE Administered Programs, USOE).

At the State level there are several programs under this general heading for which State aid is currently available. The purpose of including these programs in this handbook is to provide the local school administrator, contemplating or offering bilingual education, with basic information concerning its coordination with other programs. The programs are as follows:

1. Experimental and Innovative Programs
2. BOCES - Aid to Handicap

3. Correcting Racial Imbalance

4. School to Employment Program

5. Experimental Prekindergarten Program

6. Educational Television in the Schools

7. Urban Education Program

XIV. *What is the role of the State Education Department?*

The State Education Department has established a Bilingual Education Unit to aid all school districts in developing and coordinating bilingual education programs, interpret laws and policies relating to bilingual education programs, coordinate functions between the LEA and the U. S. Office of Education bilingual education program, and advise the LEA as to availability of State and Federal funds that can be used to augment local efforts. The unit also provides the instructional services and State supervisory functions normally rendered at a State level.

Since bilingual education programs are primarily aimed at that segment of the population identified as most in need of compensatory education, the Bilingual Education Unit works closely with the Division of Compensatory Education (ESEA Title I) and the Division of Urban Education. This administrative arrangement facilitates one of the primary functions of the unit: fostering joint funding of projects through the use of State Urban Education and Federal ESEA Title I funds. In addition, this office acts as liaison between the LEA and other State Education Department units administering special purpose funding. It reviews all bilingual education projects submitted by the LEA and provides help with any necessary revisions. Field services are provided for bilingual education programs regardless of the source of funding used. This unit is the State coordinating agency of the Title VII projects sponsored by the USOE.

XV. *What should be the first step in attempting to implement a bilingual education program?*

After determining the capability of the district to implement a bilingual education program, contact should be established immediately with the State Education Department-Bilingual Education Unit. A Manual for Project Applicants and Grantees will be forwarded along with pertinent information relative to bilingual education programs and funding resources. Further communications should be maintained with the unit for consultative purposes. After submitting a Title VII proposal to the SED and the USOE, notifications relative to decisions will be made by the USOE. If a grant is awarded, negotiation procedures shall follow in accordance with Title VII guidelines.

XVI. *What types of projects and programs are provided?*

Bilingual programs are conducted in such a manner as to enable the students to learn subject content material in two languages simultaneously

(using two languages during the same class period) or concurrently (using each of the languages in separate class periods). Students participating are usually, but not necessarily, those whose mother tongue is other than English and of the same foreign language background. A bilingual teacher or a teacher and bilingual paraprofessionals are used to conduct these programs.

Bilingual programs are also arranged on a period by period basis or during morning and afternoon sessions. In this setting, participating students learn subject content concurrently in both languages but not simultaneously. Participation of English and non-English-speaking students in a bilingual class is most des rable.

Various components at the K-6 level involve the use of two languages as media of instruction concurrently and quite often, simultaneously. They provide education in the mother tongue and in English varying from a 95 percent use of mother tongue and 5 percent use of English in grades K or 1 and advancing gradually to a 50 percent use of mother tongue and 50 percent use of English at the sixth grade level. Inservice and preservice teacher training programs are integral parts of a Title VII Bilingual Education Program.

Several programs start in early childhood education with projected vertical expansion. Many non-Title VII programs have one class or more at particular grade levels, also with projected expansions.

XVII. Which are the Title VII participating school districts in New York State?

In New York State a total of 26 classroom centered projects in 22 school districts and six regional programs are currently being supported by Title VII funds. Many of these projects are also using other sources of funding for further development, coordination, and operation of their programs.

The following summaries of the above—mentioned Title VII projects are provided for your general information. If you wish more details on any one of the programs, please contact the project director listed.

NEW YORK CITY PROGRAMS

1. New York City Central Board of Education

A. Auxiliary Services for the High School

Project Coordinator
Auxiliary Services for the High School
198 Forsyth Street
New York, New York 10002

This program will add a bilingual component to the Auxiliary Services for High Schools which provides job placement, personal counseling, and basic education to high school dropouts. Building upon the employment and counseling services, the bilingual program offers a unique blend of alternative programs incorporating a bilingual approach. Activities will be conducted in both the dominant language of the student and in English.

B. Project BEST (Bilingual Education Skilled Training)

Director, Project BEST
NYC Consortium on Bilingual Education
Board of Education
110 Livingston Street
Brooklyn, New York 11201

The New York City Central Board of Education coordinates the functions of a bilingual education project which is sponsored by a consortium involving the New York City Central Board of Education, Community School Districts 2, 4, 7, 9, and 12, Hunter College, and Lehman College. It provides preservice, inservice, and summer bilingual training to teachers and auxiliary personnel through educational programs on both the graduate and undergraduate levels at Hunter and Lehman Colleges.

C. Louis D. Brandeis High School Bilingual Program

Director, Bilingual Program
Louis D. Brandeis High School
145 West 84th Street
New York, New York 10024

The Brandeis Bilingual Program is designed to meet the needs of approximately 750 students (both English-and non-English-speaking) over a period of 5 years. Classes will be established for all 4 years of senior high school. The first year's operation will commence with 150 ninth graders (100 - Spanish-speaking, 25 - French-speaking, and 25 - English-speaking.) Bilingual instruction will be provided on the major curriculum areas in the students' vernacular. A second-language program for all students has also been scheduled. Among the primary goals of the program are the development of skills which will facilitate the completion of a high school education and the achievement of further educational and/or vocational goals for all student participants. In addition to the instructional, staff-development, parental and community involvement and materials acquisition development, other components have also been designed.

D. Integrated Bilingual Demonstration Project for High School

Director, Bilingual Education Project
Integrated High School
131 Livingston Street
Brooklyn, New York 11201

The New York City Board of Education, Office of High Schools under the aegis of the Bureau of English, is developing an integrated bilingual program to serve as a demonstration center for secondary schools. Eastern District High School, of District 14, Brooklyn, has been the selected target school.

This project has been designed to work with 850 students over a 5 - year period. During the first school year the program will service 120 Spanish-speaking and 50 English-speaking students. Bilingual classes in social studies, mathematics, and science are set up to allow for clarification in the native language and application in the new language. A task oriented language resource center will permit individual instruction and reinforcement of these curriculum areas while providing all participating students with the academic skills that will facilitate the completion of a high school education.

The office of high schools in cooperation with Long Island University is offering pre- and inservice training for the selected bilingual resource personnel. Also, career ladder programs, mini-courses, and off-campus onsite workshops are planned in addition to the development of educational materials, evaluation instruments, and a language resource center.

2. New York City District 1 Bilingual Program

Bilingual Program Project Director
P.S. 134
293 East Broadway
New York, New York 10002

The district's 5-year bilingual program includes plans for developing classes on levels K-6 whose aim will be to produce totally bilingual/bicultural students capable of utilizing their fluency in both languages toward their educational goals and feeling equally at home in both cultures. It is hoped that this bilingual program will help prevent the academic retardation characteristic of areas where all instruction is given in a cultural-linguistic environment unfamiliar to the young student. At present, programs are operational in three schools within the district.

3. New York City District 2

A. Building Bilingual Bridges

Project Director
Building Bilingual Bridges
122 Henry Street, Room B5
New York, New York 10002

An integrated classroom setting emphasizing individualized instruction rather than the segregation of children by language is the aim of this program where 55 percent of the target group children are Chinese, 35 percent are Puerto Rican, and 10 percent are Anglo. The program presently includes instruction from Pre-K to second grade.

B. In-Migrant Bilingual Program

Director, In-Migrant Bilingual Program
P.S. 151, Manhattan
1763 First Avenue
New York, New York 10028

A classroom team, consisting of English dominant teachers and Spanish speakers, works with specialists in Spanish language and culture and early childhood education, among others, to develop curriculum and adapt instructional materials for the children, all of whom are receiving instruction in both their first and second language and studying other subjects in either language, as their language competency permits. Since the children enter school with varying language skills, each child will have materials adapted to his needs and receive individual or small group instruction from the educational team.

4. New York City District 3, The Bilingual Program

Director, Bilingual Education
District 3
589 Columbus Avenue
New York, New York 10024

Ten target schools whose Hispanic and Haitian population ranges from 30 percent to 75 percent have already established bilingual classes in kindergarten and first grade.

While the child's dominant language is recognized and taught as a "first language," English is taught as a "second language" to children whose dominant language is Spanish or French, and English dominant children are taught the dominant language of their neighbors.

Title VII funds are being used to carry the present program one grade higher in each school for 12 additional classes. They also provide college training for teachers and paraprofessionals and a Bilingual Resource Center. The bilingual classes will function in the "Open Corridor" design, which encourages highly individualized instruction and permits the highest degree of pupil interaction in an integrated setting.

5. New York City District 4, The Bilingual Mini-School JHS - 45 M

Project Director
Bilingual Mini-School
2351 First Avenue
New York, New York 10035

This bilingual demonstration project is located at the John S. Roberts Junior High School (J.H.S. - 45M). Three seventh grade classes with a total of 75 children and two eighth grade classes with a total of 45 students are participating in this program. Eighty-four percent of the participants are Spanish-speaking; the balance are English-speaking.

Spanish-speaking children with limited English-speaking ability are provided with language instruction in English as a second language and opportunities for interaction with pupils whose native language is English. Provision is also made for maintaining and developing the first language (Spanish). Bilingual instruction is provided in other curriculum areas; e.g., mathematics, science, and guidance.

Teachers and paraprofessionals participate in activities geared to enhance their skills, understanding, and ability to further the goals of the program. Every effort, including an all day conference on cultural heritage is used to encourage the participation of parents in supporting this undertaking.

6. New York City District 5, Bilingual (Dual-Bilingual) Education Program

Project Director
Dual-Bilingual Education Program
School District 5
433 West 123d Street
New York, New York 10027

School District 5 has recently established a bilingual program to service the non-English-speaking children currently included in the school population. Since large groups are represented from both the Puerto Rican and Haitian sectors, a dual-bilingual program has been implemented including Spanish/English and French/English components.

Native English-speaking students are also included in the project since competence in a second language serves not only to extend the child's intellectual skills, but also to break down segregated barriers within the community.

7. New York City Community School District 6, The Bilingual Education Program

District Coordinator of Bilingual Education
New York City School District 6
665 West 182d Street
New York, New York 10033

In this program, the amount of time assigned to instruction using each language as the medium of instruction will vary considerably. All the students will receive instruction primarily in their dominant language but some subject areas (with the exception of science and mathematics which will be taught concurrently in both languages) will be used as vehicles for introducing the second language. English language arts will, of course, be taught in English while Spanish language arts and cultural heritage, an integral part of the social studies program, will be taught in Spanish.

8. New York City Community School District 7, The Bilingual School, P.S. 25

Principal
Bilingual School - P.S. 25
811 East 149th Street
Bronx, New York 10455

The Bilingual School, P.S. 25, provides 35 classes from K-6, involving a total of approximately 900 students. This school program provides for the instruction of all students in both English and Spanish. The program also serves the 16 percent of the student population which consists of black English-speaking students whose parents have indicated an interest in having their children learn Spanish.

The child begins the program in kindergarten with 95 percent of the instruction in his native language and 5 percent in his second language. Through the years, the proportion of instruction in the second language is increased. By the time the student reaches the sixth grade, 50 percent of the instruction is in the second language.

9. New York City District 8, A Bilingual School Complex

Coordinator, Bilingual Education and ESL
Bilingual School Complex
Community School Board District 8
1967 Turnbull Avenue
Bronx, New York 10473

This program places emphasis on developing communication skills in the native language to attain a level of achievement in understanding, speaking, reading, and writing comparable to English. Exposure to the balance of the school curriculum and experiences within the community will furnish the student with comparable experiences in the second language. Classes in the native language arts and second language instruction combined with substantive area instruction in both English and Spanish in an integrated setting facilitate the socio-cultural adjustment of the Spanish-speaking children. The complex consists of seven different sites at K, 1 and 2, and 5-6 levels.

The project also includes plans for adapting and developing curriculum materials in all subject areas, implementing inservice training for the professional and paraprofessional staff, and providing for community participation through plans to mold the school into a multipurpose complex.

10. New York City Community School District 9, The Bilingual Sister Schools

District Director, Bilingual Education
CES 25
1166 River Avenue
Bronx, New York 10452

Throughout this program major emphasis is placed on developing skills in the dominant and second languages through a series of carefully planned activities to develop bilingualism and biculturalism. Full guidance services are provided in the children's native language. Education assistants/teacher aides and family assistants/family workers assist children on a one-to-one basis and in small groups in teacher directed activities. Parents, The Community Advisory Board on Bilingual Education, curriculum development specialists, and teachers, design and adapt curriculum and materials to meet the children's specific needs, interests, and abilities.

11. New York City Community School District 10, The Bilingual Mini-School

Project Director
P.S. 59, The Bilingual Mini-School
1285 Bathgate Avenue
Bronx, New York 10457

The ultimate aim of district 10's Bilingual Education Program is the establishment of a model Bilingual Mini-School where new techniques, methods, teaching staff, and parent and community involvement will be developed in order to prevent the linguistic and academic retardation of the Spanish-speaking child.

Towards the achievement of these goals, four kindergarten and two first grade classes, linguistically mixed, are given instruction in both the native and second language by four teachers (two bilingual clusters). At least one subject will be taught bilingually.

12. New York City Community School District 12, The Community School 211

Principal
Community School 211
Bilingual School
560 East 179th Street
Bronx, New York 10457

Community School 211 secured Title VII funds to introduce and/or supplement needed services and activities in their already existing, nongraded bilingual elementary school which was established in 1969. Although the original project had been going well since its inception, it became evident that more adequate and realistic pupil/teacher ratios must be established and maintained to assure the realization of the primary goals of the program: to raise the achievement and aspirational levels of the Spanish dominant children by presenting concepts, teaching content, and developmental skills in their language of communication, while assisting them in transferring this knowledge and competency to the national language, and to break the monolingual pattern of the majority society, contributing to the development of functional bilinguals among the native English-speaking population.

13. New York City Community School District 13, The Bilingual Education Program

Project Director
Bilingual Program
Public School 282
180 Sixth Avenue
Brooklyn, New York 11217

District 13's Bilingual Education Program has as its ultimate aim the establishment of a prekindergarten to grade 5 bilingual elementary school where effective techniques, methods, curriculum, and teaching staff will be developed. Functional bilingualism for both English

dominant and Spanish dominant children as well as biculturalism are the overall goals of the program.

The program is in operation in P.S. 282K and P.S. 133K. Instruction is provided by bilingual teachers. Supportive services are furnished by bilingual educational assistants. A bilingual early childhood coordinator is responsible for teacher training.

14. New York City Community School District 14, Bilingual Program

Director, Bilingual Education
District 14
68 Harrison Avenue
Brooklyn, New York 11211

This elementary school program, now operating under Title VII, is supported in part by State Urban Education funds. This program is designed to provide an intensive bilingual program of instruction for Spanish-speaking pupils in P.S. 122, I.S. 71, and I.S. 49 where the concentration of such pupils ranges from 70-90 percent. The classes involved include prekindergarten, kindergarten, and grades 5, 6, and 7.

The intermediate school program provides instruction in both the first and second languages in a departmentalized program which includes teams of professionals and paraprofessionals specializing in the various subject disciplines. Cultural enrichment is achieved through field trips and attending functions of the fine arts.

15. New York City District 16, Bilingual Education in a Team Teaching Non-Graded Environment

Bilingual/ESL Coordinator
New York City School District 16
1010 Lafayette Avenue, Room 235
Brooklyn, New York 11221

This new bilingual program will service students in an experimental nongraded atmosphere using a team teaching approach. The schools involved are located in the Bushwick area of Brooklyn where the school population is approximately 60 percent Spanish dominant. Half the participants in the program will be native Spanish-speaking while the rest will come from English-speaking environments. Most of the latter will be composed of recent migrants from rural areas or those experiencing considerable problems with the English language.

The children will be placed in clusters of 90-100 under the leadership of a team of teachers who will plan and conduct lessons for the entire cluster. Each child will be provided with an individually prescribed educational program and will move at his own speed through an increasingly difficult series of experiences in both languages, reading, and mathematics.

16. New York City District 17, Bilingual Center for Preschoolers

Project Director
Bilingual Center for Preschoolers
Community School District 17
2 Linden Boulevard
Brooklyn, New York 11226

Taking into account that attempts to develop school-related skills should be started as early as possible and that it is important to establish a pattern of success and pride in the mother tongue and in the culture related to that language before a pattern of failure sets in, District 17 decided to experiment with a bilingual center for preschoolers to prepare its children to function in the multilingual, multicultural community of which they are members.

Previous efforts made with ESL classes in 16 schools produced little academic improvement due to lack of funds available and the mistake of ignoring native language potentials. The target group for the program includes children from all three linguistic backgrounds represented (English, Spanish, and French).

The project aims at producing three groups of "balanced bilinguals" whose proficiency in listening, speaking, reading, and writing a second language, as measured by achievement tests, will be comparable to their ability in the first language.

17. New York City District 20

Director, Bilingual Education Project
District 20
1031 - 59th Street
Brooklyn, New York 11220

The major concern which prompted this proposed program was the academic retardation and failure in school by Spanish-speaking children. Thus, the primary objective is for entering Spanish-speaking children to ultimately achieve success from instruction given in English in the academic subjects. Using past achievement results for the target schools, projections have been made of the achievement levels to be reached by the project children.

A sequential program and a diagnostic and/or specific set of measures and a library of Puerto Rican and other Spanish cultures and history will be collected. Teachers will be trained to provide instruction in the setting in which objective, curriculum, and evaluation are highly specific. (Individualized Instruction). We hope that the adult community will understand, accept, and value the bilingual program which evolves.

18. New York City District 24

Bilingual Project, District 24
67-54 80th Street
Middle Village, New York

Community School District 24 in Queens, New York, is conducting a program of bilingual and bicultural education for non-English-speaking students and English-speaking students. Although present efforts in this area of concern enjoy various degrees of success, it is felt that a more comprehensive program is necessary in order to meet the needs of non-English dominant students especially at the early childhood years. This district plans to implement an early childhood bilingual education program in three target schools.

A sequential program will be selected or developed for kindergarten through grade 5 in both English as a second language and Spanish as a second language. A diagnostic and/or specific set of objective measures will also be developed. The New York City curriculum in the subject areas will be adapted, translated, and modified. The English dominant children will hopefully achieve functional bilingualism by the end of the 5-year period.

STATE PROGRAMS

19. Beacon City School District, Non-Graded Early Childhood Bilingual Education

Project Director
Bilingual Education Program
Beacon City School District
88 Sargent Avenue
Beacon, New York 12508

Since Beacon's bilingual program represents one of the first combinations of bilingual education and the nongraded early childhood approach in New York State, the results of their experiment should be of interest to all.

Beacon's bilingual program includes plans for developing native and second language proficiencies commensurate with age level and intellectual potential as measured by intelligence and language tests.

20. Buffalo City Schools, The Bilingual Program

Coordinator, Bilingual Education Program
300 South Elmwood Avenue
Buffalo, New York 14201

This program provides equal time to both Spanish and English instruction in all subject areas. Children are instructed in their native language by a teacher with native ability for half the school day while the other

half will be devoted to instruction in his second language. There will be half day sessions for each of the prekindergarten levels and full day sessions in other grades.

Each classroom has a bilingual teacher and a paraprofessional who will constantly be improving their skills through courses in bilingual education. The teachers meet regularly in order to coordinate curriculum. The same concept taught in one language is repeated in the other with a different approach and different illustrations.

A Community Advisory Board continues to act in an advisory capacity in all aspects of the program.

21. North Rockland Central School District, Project ADVANCE

Bilingual Director - Project Advance
North Rockland Central School District
Haverstraw Elementary School
George Street
Haverstraw, New York 10927

The bilingual project of the North Rockland Central School District is conducted in the Haverstraw Elementary School which has a 42 percent concentration of Spanish-surnamed children in grades 1-3. The project is based on a team approach with emphasis on small group and individualized instruction. On each grade level a team of professionals and aides conduct the educational program. Each team consists of two classroom teachers, one itinerant bilingual teacher, and one bilingual aide.

Major emphasis is given to the training of regular classroom teachers it specify behavioral objectives upon which their plans must be based. The instructional program is based on an individualized, continuous progress bilingual program, based in part on Piaget's theory.

22. Rochester City Schools, Project ADELANTE

Director, Bilingual Education Project ADELANTE
450 Humboldt Street
Rochester, New York 14610

This project consists of three components:

In Component I, The Pre-School Unit, preschool children are enrolled in each of the morning and afternoon bilingual centers. English-speaking and Spanish-speaking aides assist teachers in their assigned activities.

Component II, The Primary Unit, consists of bilingual classes on levels K-3. These children experience half the day in the Spanish section and half the day in the English section. The kindergarten program maintains the same English-Spanish structure and language philosophy mentioned above, while placing particular stress on basic reading-readiness skills.

Component III, The Secondary Unit, provides students with the opportunity to take a complete bilingual academic package or participate in a partial bilingual program consisting of Spanish and social studies. The complete bilingual package will be scheduled by modules corresponding as closely as possible to junior and senior high school time schedules.

REGIONAL PROGRAMS LOCATED IN NEW YORK STATE

A. Bilingual Education Applied Research Unit

Project Coordinator
Bilingual Education Applied Research Unit
Hunter College Box 93
695 Park Avenue
New York, New York 10021

The Bilingual Education Applied Research Unit, a research project housed at Hunter College, is a component of the New York City Consortium on Bilingual Education, Project BEST, with the New York City Board of Education as its Local Education Agency. However, since the project was planned to benefit all Title VII programs, the project coordinator is directly responsible to the Bilingual Education Programs Branch, USOE.

The tasks are:

a. The categorization of long-range objectives for non-English mother tongue and English mother tongue pupils which are stated in the project documents of Title VII Bilingual Programs funded in 1969 and 1970.

b. The relating of pupil product objectives for each grade level to the measures each project has selected, adapted, translated, or developed to assess the degree of achievement of those objectives, according to each project's documents.

c. The categorization of the process variables described in project documents which are assumed to be related to the attainment of the project's stated objectives. These data are being collected on the Content Analysis Schedule for Bilingual Education Programs, an instrument developed by the project for that purpose.

d. The extraction of the assumptions and hypotheses underlying the selection by bilingual projects of certain procedures for attaining their stated objectives.

e. Providing a summary description of various strategies which bilingual programs state they are following.

All of these activities have as their underlying purpose the development of a procedure for organizing data for the eventual documentation of the results of bilingual programs.

B. Curriculum Center at P.S. 25

Director, Regional Curriculum Adaptation Center
P.S. 25 - The Bilingual School
811 East 149th Street
Bronx, New York 10455

The Northeast Regional Curriculum Adaptation Center (RCAC) has been established at P.S. 25, Bronx, New York, to serve the curriculum needs of the predominantly Puerto Rican Spanish-speaking population in the area. It has been designed to maximize the effectiveness, impact, and dissemination of the materials produced by the Spanish Curricula Development Center (SCDC) in Miami Beach. These materials will be adapted to the particular cultural content needs of bilingual programs serving Connecticut, New York, Massachusetts, and Washington, D.C.

The RCAC will facilitate interaction between the field trial centers and the Spanish Curricula Development Center in Miami. This project is jointly funded by the U.S. Office of Education - Title VII ESEA and the William Randolph Hearst Foundation through the National Urban Coalition.

C. Multilingual Assessment Program--Puerto Rican Child Institute

Director, Multilingual Assessment Project
78 Wicks Road
Brentwood, New York 11717

The basic elements of the multilingual assessment program for Puerto Rican children consist of:

a. The development of testing instruments and procedures that are sensitive to the cultural differences of the Puerto Rican child

b. The use of the Puerto Rican child's dominant language in developing tests

c. Focusing aim on the assessment of the skills, competences, characteristics, and learning styles of the Puerto Rican child

d. The development of culturally relevant tests to be used for the appropriate academic placement of Puerto Rican children

e. Providing meaningful data for the development of curricula which would enhance bilingualism and biculturalism

f. The development of a body of knowledge about the Puerto Rican child that can serve as a tool for greater mutual understanding and better classroom performance based on this cultural understanding on the part of both teachers and students

The work to be conducted on the general question of test development will have as its primary goal the establishment of a data base consisting of information culturally relevant to the Puerto Rican child as well as the development of an extensive battery of instruments designed to measure the cognitive, achievement, motivational, incentive, and behavioral domains. The composition of these instruments will be of such a nature as to be applicable in a wide variety of research and educational settings, such as the development of teacher strategies and program assessment procedures.

The teacher-training and community participation components are integral phases of this project, which is the New York component of the Stockton Multilingual Assessment Program.

D. Right to Read Program - Bilingual Education

a. Rochester City Schools

Project Director - Right to Read Bilingual Program
No. 28 School
450 Humboldt Street
Rochester, New York 14614

The primary purpose of this project is to enable non-English speaking students to acquire sufficient reading skills through the bilingual education approach. The program aims to develop specific materials geared to the needs of the Spanish speaking students and to provide the essential elements which enable these students to learn through the use of their vernacular. In addition to workshop planning and demonstration activities, the program will create a resource center to serve a significant wide area and a staff developmental phase.

The project activities will be coordinated with the ongoing Title VII project ADELANTE which has been in operation since 1969.

b. New York City District 8

Project Director - Right to Read Bilingual Program
Community School District 8
1967 Turnbull Avenue
Bronx, New York 10473

The services and activities to be provided by this project using Title VII Right to Read funds in order to meet special educational needs of children of limited English-speaking ability include:

1) Creation of a criterion referenced test with directions in Spanish and English, culturally relevant to the New York Spanish Community. These behavioral objectives, which are being tested, will be keyed to reading materials which are varied in many ways and will be used to teach to the diagnosed reading needs of these children.

2) The test items will be developed in collaboration with McGraw Hill, California Test Bureau, District 8 personnel, parents, and community members. Efforts will be made to try out these test items on Spanish background children and have them reevaluated in the light of their responses.

E. T.V. Media - Bilingual Children's T.V. Program

Project Director
Bilingual Education T.V., Inc.
23 East 67th Street
New York, New York 10021

This project is the Northeast Component of the Bilingual Children's T.V. Program, Oakland, California. The Bilingual Children's Television Project will create a daily preschool bilingual television program to be carried nationally on both educational and commercial television stations. While the five 1-hour programs per week will be appropriate for all children, the setting, problems, and daily situations will be directed to the Spanish-origin preschool child. The program will feature the most imaginative means for fostering the intellectual and cultural development of children. In addition, a training program will be developed concurrently with the television show to assist preschool and kindergarten teachers to utilize the show as a major instructional tool in the learning and readiness activities of children.

VIII. What other ESEA resources can be used to assist bilingual education programs?

In addition to Title I which provides financial assistance to local educational agencies for special programs for educationally deprived children in low-income areas, and Title VII - The Bilingual Education Act, the following ESEA sources may be used in coordination with your efforts:

Title II - ESEA

Title II provides grants for school library resources to school districts, BOCES, and public libraries to improve the quality of school library media services and resources. There are three kinds of grants available: (1) Basic grants, comprised of 70 percent of the allocation, distributed noncompetitively to districts defined by the State; (2) Special Purpose grants distributed competitively; and (3) State Purpose Incentive grants distributed competitively primarily for improvement of libraries in elementary schools. Programs are funded under Basic and Special Purpose grants to provide additional materials to establish model programs for library service and to foster cooperative programs between school and public libraries.

Title III - ESEA

ESEA Title III authorizes the State to make grants to local educational agencies and BOCES for the design, establishment, and operation of innovative programs in the schools. Grants may be used in planning for and taking other steps leading to the development of programs designed to provide supplementary educational activities and services. Title III activities include establishment of exemplary and innovative educational programs and the lease or construction of necessary facilities for stimulating the adoption of new educational programs.

In Fiscal Year 1971, the title was changed to include the words "guidance, counseling, and testing," assimilating the former NDEA V-A program which is planned to support improvements in guidance, counseling, and testing.

Title IV - ESEA

This title makes it possible for the U.S. Office of Education to award grants or contracts to universities, colleges, public, or private agencies and to individuals for research surveys and demonstrations which promise to benefit education. Title IV supports Research and Development Centers and Regional Laboratories which have developed some materials and curriculum for the child whose dominant language is not English. Those centers and laboratories in regions where there are many persons whose dominant language is not English may be particularly helpful.

Title V - ESEA

This title is for strengthening the leadership resources of the state education departments and local educational agencies. Our Bilingual Education Unit receives assistance from this source for its normal operation.

Title VI - ESEA

Title VI provides grants to local educational agencies and BOCES for initiating, expanding, and improving programs and services for handicapped children at the preschool, elementary, and secondary levels. Funding is available for instructional programs, in support of services for mentally retarded, hard of hearing, deaf, seriously emotionally disturbed, crippled, visually handicapped, seriously speech impaired, and other health impaired children. Project priorities include: preschool instructional programs, resource room programs, itinerant teaching programs and development of Special Instructional Materials Centers for the handicapped.

Title VIII - ESEA

This title provides grants to develop and demonstrate educational practices for the reduction and prevention of "dropping out" in urban and rural schools with a high concentration of children from low-income families and a high dropout rate.

Title IX - ESEA

The purpose of this program is "...to provide assistance designed to afford to students opportunities to learn about the nature of their own cultural heritage, and to study the contributions of the cultural heritages of other ethnic groups in the Nation." The Ethnic Heritage Studies Program authorizes the Commissioner of Education to make grants to and contracts with nonprofit and public educational agencies, institutions, and organizations to assist them in planning, developing, establishing, and operating ethnic heritage studies programs for use in elementary and secondary schools and institutes of higher education. Such programs will include the development and dissemination of instructional curriculum materials, training of teachers, and operation of programs of ethnic heritage studies.

XIX. Who are the contact persons at the USOE and SED agencies?

Local Educational Agencies are once again urged to maintain contact with our Bilingual Education Unit for up-to-date legislation concerning aid to bilingual education programs. For further information contact the following offices at the U.S. Office of Education and State Education Department.

Dr. Albar Peña, Director
Bilingual Education Program
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Mr. Carlos V. Perez, Supervisor
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State Education Department
Room 761 - Education Building Annex
Albany, New York 12224

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